



**Wingate Primary School**

**Accessibility Plan  
2019-2022**

**Wingate Primary School Accessibility Plan  
2019 to 2022**

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wingate Primary School the Plan will form part of the Buildings and Grounds section of the School Development Plan and will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Wingate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our school was formed following the amalgamation of Wingate Infant School and Wingate Junior School in September 2018. The school is based on two sites- Moor Lane (mainly junior aged children) and Church Street (mainly infant aged children). Information about both sites is contained in this Plan.

1) The Wingate Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Wingate Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Wingate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Wingate Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- RRS (Behaviour Management) Policy
- Behaviour Change Support Policy (including Restraint)
- Health & Safety Policy
- Equality Plan
- School Brochure
- School Development Plan
- Special Educational Needs Policy
- Staff Handbook

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Personnel, Finance and Premises Committee and the Accessibility Team

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Rachel Wilson, Chair of Governors

Date 18<sup>th</sup> July 2019

## **2. Aims and Objectives Our**

**Aims are:**

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**
- **Work as a whole school to improve access to all aspects of school life despite being on a split site**

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are, however, many areas of the school to which disabled pupils who use wheelchairs or movement aids have limited or no access independently.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of intimate/personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **4. Access Audit**

### **Church Street**

Church Street Site is a single storey/split level building with wide corridors and several access points from outside. Working and social spaces are on various levels but there are doors to internal access for classrooms so wheelchair users could access these with some support as there is a small step next to them. The hall is on the ground floor and is accessible to all. There is external access to all teaching rooms from outside but some still have a small step to gain access. The Reception teaching space has a short, slight incline but could be accessed by a wheelchair user although they may need some support.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. The front entrance to the school is ramped but entrance to school is via a very steep bank. The main entrance features a secure lobby. There are currently no accessible toilets in our school building for adults. There is a changing space specifically for children with physical needs however this is not big enough to take a wheelchair.

The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation plans will be produced for children/ adults with specific physical requirements to enable them to leave the building in an emergency. Information at the front entrance and on the entrance gate instructs disabled visitors to ask for help to gain access/ evacuation.

### **Moor Lane**

Moor Lane site is a single story building with steps to the front and access via an electronic gate at the front of the playground. There are two main areas of the building, both accessed via corridors which can be entered via a ramp from the rear of the playground.

There are 8 classrooms, 4 of which have access doors to the playground. There is a hall used for lunch, PE and assembly and there is an accessible toilet although the position of the toilet may not be appropriate for all users due to its proximity to the wall.

There is a disabled parking space in the staff carpark but then a step to gain access to the building. The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation plans will be produced for children/ adults with specific physical requirements to enable them to leave the building in an emergency. Information at the front entrance instructs disabled visitors to ask for help to gain access/ evacuation.

## **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.